



Third Edition

ACTIVE EXPERIENCES FOR ACTIVE CHILDREN

Science

CAROL SEEFIELDT • ALICE GALPER • ITHEL JONES

Active Experiences For Active Children Science 3rd Edition

Mary Renck Jalongo,Joan P. Isenberg

Active Experiences For Active Children Science 3rd Edition:

Active Experiences for Active Children Carol Seefeldt,Alice Galper,Ithel Jones,2012 Part of a series of texts Active Experiences for Active Children Science Third Edition is unique to the market by providing a theoretical foundation for teaching science to preschoolers and primary grade children alongside meaningful standards based constructivist hands on learning experiences to guide teachers in their practice Organized around the National Science Education Standards and the Benchmarks for Science Literacy the text consists of clear concise usable guides for planning meaningful learning experiences in science for children in childcare settings preschool programs Head Start and other federally funded programs and kindergarten Primary grade children should be engaged in active experiential learning as well and each experience is extended to the early primary grades grades 1 3 The experiences in this book are meaningful because they are grounded in children s interests and needs in their here and now world have integrity in terms of content key to science involve children in group work investigations or projects based on inquiry learning have continuity One experience builds on another forming a complete coherent integrated learning curriculum for young children as well as connecting the early childhood setting to children s homes and communities provide time and opportunity for children to think and reflect on their experiences provide the teacher with the opportunity to document and assess children s learning Organized to address a variety of audiences the text is formatted in two parts Part One offers a foundation for young children and science Part Two offers thematic based units full of resources for teachers teacher strategies and inquiry based experiences for children The content has been expanded in the third edition to include a new chapter on engaging children with the natural world Chapter 14 references to the most recent reports on science education from the National Academies updated and expanded lists of books and Web sites for children and adults and new activities This highly readable user friendly series text is formatted with an engaging conversational style that will connect and resonate with its varied readers

Active Experiences for Active Children Carol Seefeldt,Alice Galper,2008 For Mathematics in Early Childhood Education and Elementary Mathematics Methods courses Based on the theories of John Dewey the constructivist view of children s learning and current curriculum guidelines for mathematics this latest text in the authors Active Experiences series provides six clear concise and usable guides for turning mathematics instruction into activities that three to five year olds will find engaging The experiences included are ideal for use in childcare preschool Head Start and other early learning environments as well as with early primary grade pupils They involve group work investigations and projects are grounded in children s interests and needs and build one upon the other to form a coherent learning curriculum Additionally each conforms to the most recent standards of the National Council of Teachers of Mathematics NCTM and the National Association for the *Differentiating for the Young Child* Joan Franklin Smutny,S.E. von Fremd,2004-03-18 Differentiating for the Young Child is designed to help primary teachers cope with the increase of diverse knowledge sets and different learning styles This book addresses early identification by using

differentiation and offers strategies and methods for intellectual discovery and creative thinking It tackles issues relating to undeserved students emphasizes key discipline areas and discusses differentiated technology use Forms charts samples and appendices are included throughout the book to help general education teachers apply the material to their classrooms This book to inspire educators to move in new directions to meet the diverse needs of young students *Active Experiences for Active Children* Carol Seefeldt,Alice Galper,Ilene R. Berson,2011-02-01 In this book teachers will learn how to plan and implement meaningful thematic experiences that truly educate young children not just keep them busy Teachers are given guides to planning and implementing a curriculum that will lead to a high level of involvement on the part of children and to children s academic success *Teaching Science Creatively* Dan Davies,Deb McGregor,2016-08-05 How can you unlock your own creativity to help children learn science creatively How do you bring the world of real science into the classroom Where does science fit in a creative curriculum This second edition of Teaching Science Creatively has been fully updated to reflect new research initiatives and developments in the field It offers innovative starting points to enhance your teaching and highlights curiosity observation exploration and enquiry as central components of children s creative learning in science Illustrated throughout with examples from the classroom and beyond the book explores how creative teaching can harness children s sense of wonder about the world around them With easily accessible chapters it offers a comprehensive introduction to the core elements of creative science learning supporting both teacher and child in developing scientific concepts and skills The book explores key issues such as the links between scientific and creative processes how to teach creatively and for creativity the role of play in early scientific learning developing scientific understanding through drama new using the outdoors in science how theories of learning relate to children s creative development teaching science topics in innovative and creative ways games drama role play puppets mini safaris and welly walks Stimulating and accessible with contemporary and cutting edge practice at the forefront Teaching Science Creatively introduces fresh ideas to support and motivate both new and experienced primary teachers It is an essential purchase for any professional who wishes to incorporate creative approaches to teaching science in their classroom **Play at the Center of the Curriculum** Judith Lieberman Van Hoorn,2003 This is the third edition of the book that takes to heart the adage Play is children s work Believing that play is a primary factor in the development of intelligence personality competencies self awareness and social awareness the authors demonstrate how to draw from spontaneous play both the methods and the content of a successful curriculum for children from birth to age eight The book introduces the theories of Piaget Vygotsky Erikson Mead and many contemporary researchers explores the traditional curriculum arenas of early childhood education and includes discussion of the role of work adult models and authority in children s play For teachers specializing in Early Childhood Education pre school teachers day care personnel parents and anyone with an interest and involvement in the education development and care of young children **Transforming K-12 Classrooms with Digital Technology** Yang, Zongkai,Yang, Harrison

Hao,Wu, Di,Liu, Sanya,2013-09-30 Digital and social technologies are changing the education field Interactive whiteboards and blackboards e books and computer mediated communication are accelerating the processes of the evolving classroom These technologies continue to support problem solving critical thinking and collaboration skills among students Transforming K 12 Classrooms with Digital Technology brings together research and practices regarding digital and social technology integration in the K 12 classroom By sharing practical and conceptual aspects of using digital and social technologies as tools for transforming K 12 learning environments this reference source is essential for teachers support staff school and district administrators college students and researchers working teaching and learning in the digital era

Exploring Your Role Mary Renck Jalongo,Joan P. Isenberg,2007 This book frames content in a way that defines the what why and how of becoming an early childhood educator It prepares readers for the variety of roles advocate facilitator planner mediator etc they must assume in working with children parents colleagues principals administrators and the community at large Its innovative coverage focuses on helping readers fulfill these roles in a caring competent knowledgeable manner through case studies verbatim comments and numerous opportunities for reflection Organized around the twelve essential roles and responsibilities of effective early childhood educators as delineated by the NAEYC Guidelines for Preparation of Early Childhood Professionals 2000 coverage includes demographic changes in families advances in psychology political influences cultural diversity and issues of inclusion For future teachers of children from birth to age 8

Developing and Presenting a Professional Portfolio in Early Childhood Education Nancy W. Wiltz,2008 It demonstrates how to collect items for a professional Early Childhood Education portfolio and how to create compile them in a professional manner in a binder for presentation upon graduation to obtain employment As portfolios are sometimes started in Intro to ECE and compiled throughout the program or introduced in a Curriculum course or in a Student Teaching or capstone course there are several points of entry for this supplement Wiltz instructs the student what items to collect for the portfolio how to compile construct label it and then how to talk about it present it

American Book Publishing Record ,2002 **Resources in Education ,1992-05** *Experiences in Math for Young Children* Rosalind

Charlesworth,1996 Section 1 describes how math concepts are developed acquired promoted and assessed Section 2 describes fundamental concepts of counting number sets shape space parts and whole Section 3 includes applications measuring volume weight length temperature graphs and time It also includes thematic units Section 4 describes higher level activities symbols and sets Section 5 includes concepts patterns fractions geometry graphs charts and standard units of measure

YC Young Children ,2006 *The Cumulative Book Index ,1999* *Science with Young Children* Bess-Gene Holt,1989 Authorized teaching resource in Alberta for kindergarten 1997 2005 **AAAS Science Book List, 1978-1986** Kathryn Wolff,Susan M. O'Connell,Valerie J. Montenegro,1986 A selected and annotated list of science and mathematics books which supplements the AAAS science book list 3rd ed 1970 and the AAAS science book list supplement 1978 *Books*

in Print Supplement ,2002 **Bookbuyers' Reference Book** ,1993 *Bibliographic Guide to Education* ,2001 lists publications cataloged by Teachers College Columbia University supplemented by The Research Libraries of The New York Public Library The Homiletic Review ,1909

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